Annual Report of the Board of Governors

The Ontario Institute for Studies in Education

1986/87

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION has three main functions: to conduct programs of graduate study in education, to undertake research in education, and to assist in the implementation of the findings of educational studies.

The Institute is a college chartered by an Act of the Ontario Legislature in 1965. It is affiliated with the University of Toronto for graduate studies purposes.

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The Board of Governors, 1986/87

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LETTER OF TRANSMITTAL

To the Honourable Chris Ward
The Minister of Education for the
Province of Ontario

Sir:

On behalf of the Board of Governors, I am pleased to submit our Annual Report for the fiscal year ending April 30, 1987, as required under Section II of The Ontario Institute for Studies in Education Act, 1965.

The Institute's twenty-second year was marked by an unusual number of administrative changes as well as the continuing uncertainty about the relationship with the University of Toronto and the necessary diversion of a considerable portion of time and resources into negotiations concerning that relationship. It is very satisfying, therefore, to note that these factors have not inhibited the pursuit and development of emerging initiatives such as distance education and collaborative projects carried out by field centre staff or the measures intended to strengthen the instructional program, and that the research program has attracted new funding agencies and initiated at least one major new enterprise.

Appendices to this Annual Report include the publications of Institute staff, enrolment figures, lists of current research projects, and the financial statements for the fiscal year 1986/87.

Yours sincerely,

John Flynn
Chairman, the Board of Governors, 1986/87

Toronto, Ontario, October 1987

Affiliated with the University of Toronto

REPORT FOR 1986/87

The 1986/87 academic year at OISE was dominated by the question of institutional survival. The Provincial Treasurer's announcement of the Government's policy to merge OISE with the University of Toronto has aroused the opposition not only of the OISE community, but a host of supporters among the teachers, administrators, trustees of the province. As well, a chorus of support has come from private citizens who see the disadvantage there would be in merging OISE with a single university when it has a provincial mandate to improve teaching and learning across Ontario, and has established field centres from Thunder Bay to Ottawa, from Sudbury to St. Catharines.

There was considerable satisfaction with the conclusion of the Report of the Standing Committee on General Government, which stressed the value of "a formally independent OISE" and the importance of "mutually beneficial arrangements . . . between OISE and the University of Toronto" which honoured "the fundamental goals of preserving OISE's autonomy". It was heartening that members of all parties in the Ontario Legislature found it attractive to sign this report.

During 1987, further evidence of support came from the artistic and multicultural communities and from a non-partisan organization with the Honourable Pauline McGibbon as its Honorary Chair and Dr. Louis Applebaum as its Chairman.

The OISE community would be unanimous in its hope that the 1987-88 fiscal year will see a positive conclusion to this reassessment of the Institute's future. The Institute has benefitted from an examination of its mandate, from a critical assessment of its activities. It has discovered that 20 years of service to the educational community has produced many friends and supporters. There is now a recognition that the quality of its response to the needs of a learning society in Ontario will decide the degree of its well-being in the years ahead.

Amidst the "slings and arrows" of political announcements, and unofficial statements, the University of Toronto and OISE were unable to come to any agreement over the basis of their relationship in the future. Both sides were attempting to articulate a new responsibility for teacher education on OISE's behalf that would result in a bringing together of the Institute and the Faculty of Education, University of Toronto. The main issue became that of financial implications and no agreement was reached.

Early in 1987, the University of Toronto agreed to extend the existing affiliation agreement until 1989 and both institutions began talks on how an appropriate relationship of the Faculty of Education and OISE might be achieved. Two documents stand out as new elements in the ongoing discussion -- the Renewal 1987 report of the University of Toronto which indicates a commitment to excellence in undergraduate as well as graduate studies in education and "Teacher Education in Ontario, Current Practice and Options for the Future," a position paper written by Michael Fullan and F.M. Connelly of OISE. The latter paper recommends radical changes in the way teachers would be prepared in Ontario, thus implying a shift of practice and priority at FEUT. The appointment of Michael Fullan as Dean of Education at the University of Toronto signals a commitment that has excited the expectations of the educational community and made cooperative development between OISE and the Faculty a challenge to be welcomed.

In June of 1986, Dr. Bernard Shapiro resigned as Director to accept the position of Deputy Minister of Education. Dr. Shapiro's contribution to the financial strength of the Institute and his emphasis on the academic quality of its teaching and scholarly excellence of its research will be a continuing focus. In January of 1987, Walter Pitman assumed the position of Director.

In the fall of 1986, both Michael Fullan and Doris Ryan indicated they would step down as Assistant Directors in the summer of 1987. Their intelligent and energetic leadership has brought OISE successfully through several difficult years.

Dr. Jack House was Acting Director for the fall of 1986 and gave the Institute a steady, thoughtful leadership at a time of turbulence and continuing "shocks" from external forces.

An institution reveals itself in the honours it bestows on other people. At Fellows Night, November 1986, the following were added to the growing list of Fellows: Mavis Burke, Ron J. Duhamel, Lucien Perras and Mary Alice Stuart.

It would be impossible to examine and comment on all the academic developments which have taken place this year, but one or two observations seem essential.

A new Centre for Executive Development has been formed, on an experimental basis, to work with educational leaders across the province. The new centre will be housed in the Department of Educational Administration.

A commitment to the Franco-Ontarian community was evidenced in the support accorded Dr. Monica Heller's initiatives to extend OISE's offerings in the French language. The efforts to reach out to this significant minority will be increased by means of distance education and off-campus courses in areas of Franco-Ontarian concentration.

The efforts to achieve greater employment equity continued; of the four "young scholars" appointed to faculty, all were women. In all, six of the ten faculty appointments approved for the coming year will be filled by women.

There has been a recognition that OISE must seek private funds if it is to continue its work effectively. The Social Sciences and Humanities Research Council of Canada has now established a policy of funding only half the cost of certain scholarly activities -- the institution must find the other half of the cost in the private sector. As well, it is apparent that although formal education has risen to the top of the political priority list, there is no reason to expect government largess. The focus at the present is on the needs of a high-tech economy and the strategy is one that encourages immediate benefit. It will take time and sophistication for Ontario to realize that the only secure basis for a strong, vibrant economy is the generic skills of its people, and the relevant and qualitative education and opportunities for its citizens.

The immediate result of this debate is the decision of the Board of Governors to establish a Foundation, with a Board of its own but with strong links to the governing body of OISE and a mandate to reach out to the private sector.

Academic Office and Graduate Studies

Graduate Studies activities continued to emphasize:

- implementation for 1986/87 of the new program requirements in the M.Ed. degree program and of the doctoral comprehensive examination (for all Ph.D. degrees and in some departments the Ed.D.)

- financial assistance to students: the awarding of 85 OISE Scholarships and the granting of 155 Graduate Assistantships

- monitoring of the Institute policy relative to Ethical Review for Research on Human Subjects as it applied to doctoral theses

- during 1986/87, 26 off-campus courses were offered. The majority of the registrants were enrolled in part-time M.Ed. programs. Twelve of the courses were conducted in the distance education mode and three courses were held at Humber College which had requested the Institute's Higher Education Group to provide courses the previous year for staff training and M.Ed. degree purposes.

- preparation for the reports due at the OCGS (Ontario Council of Graduate Schools) as part of the original review of 1983.

- continuing development of distance education courses

- continuing to meet the objectives of new faculty hirings which in 1986/87 numbered ten effective July 1, 1987 (one Project Director, three at the rank of Assistant Professor, five at the rank of Associate Professor and one at the rank of Full Professor).

Enrolment

Enrolment during the 1986/87 Regular Session totalled 2294 with 688 full-time students and 1606 part-time students. As indicated in Appendix B, there was an increase in total full-time enrolment of 6.5% and a decrease of 6.9% in total part-time enrolment.

Appendix C provides a table of graduates by degree program from 1982/83 to 1986/87.

The Off-Campus Program

The number of individual course offerings decreased in 1986/87 to 26 from 31 offered in 1985/86. (Of the 26, two of the courses offered were by computer conferencing, reaching students at a total of 18 sites, three Distance Education courses were offered in 6 sites and the remaining 21 courses were offered on one site). The total site locations numbered 45.

There was a slight decrease in the distance education courses offered -- 7 compared to 8 in 1985/86 -- and the number of students served dropped to 301 in 86/87 as compared to 384 in 85/86.

The only survey conducted in the off-campus program since its inception was carried out during 1986.

In March 1987, the Off-Campus Committee presented a motion to the Institute Programs Council recommending that a committee be struck to review existing policies and the status of the off-campus program with a view to addressing the Institute commitment to the program; needs assessment and program planning; management structure; resources and incentives, and field centre integration.

Field Services and Research

Field Centres

This was the second year of field centre work undertaken with the objective of increasing inter-centre collaboration, an objective initiated in conjunction with the establishment of the elected Division Head position in 1985-86. One of the most visible products of this collaboration was the completion of a study of the development of a major provincial policy for secondary education (OSIS). Another example of field centre staff joint work was the initiation of a project designed to identify characteristics of schools effective in fostering growth in achieving Ontario's goals of education. Both these projects are designed to be of direct assistance to educators in Ontario and to help refine field centre practices.

After two years of operation on an experimental basis, the Toronto-based Centre for Principal Development was favourably reviewed by the Field Services and Research Committee, which has recommended that the Centre be approved as an OISE Field Centre and that it be located administratively in the Department of Educational Administration.

Plans are underway for development of a new M.Ed. program to be taught collaboratively by faculty at several of the field centres; this will almost certainly be designed for teleconference (distance education) delivery to students in widely separated locales by instructors equally distant.

Finally, 1986-87 saw the retirement of Florence Maynes, a long time member of the Institute both in Toronto and, for the past fifteen years, a valued member of the Trent Valley Centre.

Research

During 1986/87, faculty and staff continued their high level of involvement in both funded and unfunded research activities. Following upon the efforts of previous years, the number of proposals submitted to external agencies increased and the Institute was successful in securing funds from agencies which had not previously supported OISE researchers.

One example of a new funding source is a project funded by the New Jersey Department of Education, the intent of which is to undertake an independent evaluation of New Jersey's Effective Demonstration School Grant Program.

A major area of research was initiated in the Centre for Applied Cognitive Science, with funding from the Ministry of Education. The project will result in the design of computer supported interactional learning environments. It is expected that the longitudinal study will also receive private sector funding.

Institute faculty and staff were centrally involved in the Review of Ontario Teacher Education -- Policies and Programs, funded by the Ministry of Education. The reports from this study have received widespread circulation throughout the province and have generated extensive disussion within the educational community.

The problem of school dropouts has been of major concern to the Ministry of Education and several Institute staff have been successful in receiving contracts to undertake research in both English and French language schools.

Research projects are funded from the Institute's operating budget, from the Ministry of Education Transfer grant, by federal and provincial agencies, by school boards throughout the province and the rest of Canada, and by a wide range of other public and private sector agencies. Projects in each of these categories are listed in Appendices D and F. In addition, the Institute funded more than eighty "small scale" projects, intended primarily to facilitate new research approaches and/or to enable faculty to capitalize on a series of small related studies.

Projects funded through the Ministry of Education Transfer Grant must fall within the priority areas jointly identified by OISE and the Ministry. All proposals submitted for funding from the Transfer Grant undergo external peer review.

The R.W.B. Jackson Library

Aside from the direct provision of library services, the major library activity in 1986/87 was planning for the automation of circulation and the catalogue which would be operational in the Fall of 1988. This will exploit the latest technology to facilitate use of the library for study, research and field services and to enhance the resource role of the library through use of existing provincial, national and international electronic networks.

In preparation for automation in 1988, the Curriculum Resources materials were all put into the automated database. It will be possible to find out about all these materials, together with audio-visual materials, through terminals connected to the Institute's computer system.

Both new and traditional services such as the Microcomputer Room, distance education and audio-visual resources as well as reference and circulation were enhanced by the following; compilation of lists of microcomputer software, holding of lectures on computers in education, running a film series, a survey of faculty use of the audio-visual collection, special library displays, a blanket order plan with Blackwell North America, Production of brochures and leaflets on distance education and special collections, tours and library receptions for new students and visiting faculty.

With the help of funds donated by the OISE Alumni Association, work on an OISE theses list was completed and a much needed bibliography on microfiche, which can be searched by subject, will soon be published.

OISE Press

In 1986/87, OISE Press enjoyed record sales for its publications, exceeding by about fifty thousand dollars the previous high. The major contributing factor has been the publication over the last couple of years of several titles for which there has been a widespread and steady demand. These include The Principal Profile, Planned Educational Change, and Improving Classroom Practice (in all of which Kenneth Leithwood as either author or editor has figured prominently); two books in the Language and Literacy Series (Teaching a Heritage Language to Dialect-Speaking Students by Marcel Danesi and Whole Language Strategies for ESL Primary Students by Gail Heald-Taylor); and Families in Canada by Margrit Eichler and Mary Bullen (published in the previous year but accepted on the Circular 14 in the present year). The Press has also initiated several co-publication arrangements with publishers in the U.S., including Brookline Books, M.E. Sharpe, and William Heinemann. Several successful workshops have been organized for Press authors.

In an attempt to increase American sales, a special American catalogue was produced and a mailing address in Buffalo was established to receive orders. As yet, it is too early to determine what sort of impact these arrangements are having.

Conferences and Special Events

The Conference Office continued to operate an an accelerated pace. The 31 meetings coordinated by its staff involved groups ranging in size from 14 persons to 2,242. A special highlight was the "Exemplary Practice in Special Education" conference, a (belated) OISE 20th Anniversary Event hosted by the Department of Special Education in collaboration with the Ministry of Education, the Faculty of Education of the University of Toronto, and the Ontario Teachers' Federation. Designed as a showcase for the best programming for exceptional children in Ontario schools, it provided over one hundred practical sessions. Much to the delight of the planning committee, attendance grew from an anticipated 500 to 1,043 participants.

The seventh R.W.B. Jackson Lecture, "Peace Education and Peace: Compatibility or Contradiction?", was delivered on May 4, 1987, by Johan Galtung, Professor at the Center for International Studies at Princeton University.

As usual, the Institute played host to a number of visiting educators and scholars during the year. A complete list of these appears in Appendix H.

APPENDIX A

OISE STAFF PUBLICATIONS
1986/87

DEPARTMENT OF ADULT EDUCATION

Articles/Books/Chapters

Burnaby, B.J. and Beaujot, R. The use of aboriginal languages in Canada: An analysis of 1981 census data. Ottawa, Ontario: Department of Secretary of State, Social Trends Analysis Directorate and Native Citizens Directorate, October 1986. (French version: L'Utilisation des langues Autochtones au Canada: Analyse des donnes du recensement de 1981.)

Burnaby, B.J. "Language for Native, ethnic or recent immigrant groups." TESL Canada Journal 4, 2 (1987).

Davie, L.E. "Learning through networks: A graduate course using computer conferencing." Canadian Journal of University Continuing Education, 1987.

Davie, L.E. "Patterns of participation in adult education." Canadian Journal of University Continuing Education XII, 1 (1986).

Davie, L.E. "Attitudes toward education in Ontario: General issues." Orbit, December 1986.

Draper, J.A. "Exploring the role of universities in development." International Journal of University Adult Education XXV, 3 (1986): 23-36.

Draper, J.A. "The involvement of universities in the Asia-Pacific region in non-formal education." Journal of the Asian South Pacific Bureau of Adult Education Courier No. 139 (April 1987): 1-23.

Draper, J.A. "The Rajasthan experience: Living and learning in India." In J.R. Kidd: An international legacy of learning. Edited by Nancy J. Cochrane and associates. Vancouver, British Columbia: Centre for Continuing Education, The University of British Columbia, 1986, pp. 163-183.

Draper, J.A. Re-thinking adult literacy. Toronto, Ontario: World Literacy of Canada, 1986.

Draper, J.A. "Universities and the challenge of illiteracy." Indian Journal of Adult Education 48, 11 (1987): 57-66.

Draper, J.A. "Universities and nonformal adult education." Convergence XIX, 3 (1986): 70-75.

Ellis, D. "Educating a growing minority -- Canadian women engineers." Interchange 17, 4 (1986): 52-62.

Ellis, D. "The engineer as educator." Engineering Digest 32, 8 (1986): 54-55.

Ellis, D. "Not 'one of the boys'". Crucible 17, 5 (1986): 22-23, 34, 40.

Ellis, D. "Professional engineering: An excellent career choice for a woman." Engineering Journal 69, 10 (1986): 7-8.

Ellis, D. and Sayer, L. When I grow up . . . /Quand je serai adulte, ... Ottawa, Ontario: Labour Canada, 1987.

Farrell, J. "Tracer studies." In Economics of education: Research and studies. Edited by G. Psacharolpoulos. London, England: Pergamon Press, 1987, pp. 739-748.

Farrell, J. "Cultural differences and curriculum inquiry." Curriculum Inquiry 17, 1 (1987): 1-8.

Ironside, D.J. and Carley, R.J. "An open door is not enough: A report of a survey of support services for adult learners in universities." Canadian Journal of University Continuing Education XII, 2 (1986): 3-20.

Ironside, D.J. "Student Perceptions of advising services for adult learners." Canadian Journal of University Continuing Education, 1987.

Rockhill, K. The chaos of subjectivity in the ordered halls of academe. Popular Feminism Series. Toronto, Ontario: OISE Centre for Women's Studies, 1987.

Rockhill, K. "Dichotomizing learning and education, agency and structure, in promoting pluralism of provision." International Journal of University Adult Education XXVI, 2 (1987): 1-7.

Rockhill, K. "Gender, language and the politics of literacy." British Journal of Sociology of Education 8 (Spring 1987).

Rockhill, K. "Literacy as threat/desire." Women's Education 5, 3 (1987).

Rockhill, K. "Literacy as threat/desire: Longing to be somebody." Women and education: A Canadian perspective. Edited by J.S. Gaskell and A.T. McLaren. Calgary, Alberta: Detselig Publishers, 1987.

Thomas, A.M. "Comparative adult education: The next stage." In IEDAE Project. Edited by V. Dubsky. Prague: European Centre for Leisure and Education (UNESCO), 1987.

Thomas, A.M. "Government and adult learning." In Choosing our futures: Adult education and public policy in Canada. Edited by R. Faris and F. Cassidy. Toronto, Ontario: OISE Press, 1987, pp. 103-131.

Thomas, A. "Policy formation: Access for equity." In Learning outside the classroom. Edited by J. Neimi. San Francisco, California: Jossey-Bass, 1987.

Thomas, A.M. "Through the learning glass: The universities." In The future of North American post-secondary education. Edited by M. Shere and R. Duhamel. Toronto, Ontario: OISE Press, 1987, pp. 128-143.

Tough, A. "Fundamental priorities." The CASAE Peace Group Collection 1986. Edited by Bill Fallis. Toronto, Ontario: Canadian Association for the Study of Adult Education Peace Group, 1986, pp. 18-28.

Tough, A. "Fundamental priorities." Futures 18, 4 (1986): 536-542.

Tough, A. "Gaining meaning and purpose from seven aspects of reality." Ultimate Reality and Meaning: Interdisciplinary Studies in the Philosophy of Understanding, 9, 4 (1986): 291-300.

Tough, A. "What role will extraterrestrials play in humanity's future?" Interstellar Studies: Journal of the British Interplanetary Society 39, 11 (1986): 491-498.

Reviews/Reports/Proceedings

Burnaby, B.J. (with A. Cumming) "China/Canada Language and Culture Program: Phase III evaluation report." Toronto, Ontario: OISE, August 1986.

Burnaby, B.J. (with A. Cumming) "Final evaluation report on the China/Canada Human Development Training Program: Models of organization and pedagogy and their potential impact." Toronto, Ontario: OISE. August 1986.

Burnaby, B.J. "English language curriculum development for Algonquian-speaking children." In Papers of the Eighteenth Algonquian Conference, 1986. Edited by Wm. Cowan. Ottawa, Ontario: Carleton University Press, 1987.

Davie, L.E. (with Suessmuth, P. and Thomas, A.M.) "A review of the literature and field validation of the competencies of industrial and organizational trainers and educators." Toronto, Ontario: Ministry of Education,

and OISE: Review and Evaluation Bulletins 6, 2 (1986).

Draper, J.A. "Frontiers and futures in international adult education." Proceedings, Canadian Association for the Study of Adult Education. Antigonish, Nova Scotia: Department of Adult Education, St. Francis Xavier University, 1986.

Draper, J.A. "Book review of Training for university adult education functionaries." Convergence XIX, 2 (1986).

Draper, J.A. "Book review of Why educate: An assault on ostrich behaviour." Learning IV, 3.

Ellis, D. "My forty years in the workforce." Proceedings of the 1987 Conference of the American Society of Women Engineers, Kansas City, Spring 1987.

Ellis, D. and Conway. R. National survey of final year engineering students -- Spring 1986. Ottawa, Ontario: Canadian Engineering Manpower Board, January 1987.

Ellis, D. "Engineering graduands -- Where do they go?" Report of a series of annual surveys prepared for the Canadian Engineering Centennial, Montreal, Spring 1987, and available as an occasional paper from the Canadian Council of Professional Engineers, Ottawa.

Ellis, D. "The past, present and future of women engineers in Canada." Canadian Engineering Centennial, Montreal, Spring 1987. Ottawa, Ontario: Canadian Council of Professional Engineers.

Ellis, D. "When I grow up...". Annual Meeting of the Canadian Psychological Association, June 18-20, 1987, Vancouver, British Columbia. Canadian Psychology/Psychologie canadienne 28, 2a, Paper No. 163, (Spring 1987).

Farrell, J. and Heyneman, S.P. "Economic and pedagogical choices in the production of textbooks in developing countries." Policy Issues Paper prepared for the Economic Development Institute of the World Bank, Spring 1987.

Farrell, J. "International lessons for school effectiveness. The view from the Third World." Paper presented at the annual School Improvement Conference. Toronto, Ontario: OISE. February 1987.

Farrell, J. "Key design issues in senior policy seminars." Background paper for international seminar on Design Issues in Senior Policy Seminars. Economic Development Institute of the World Bank. October 1986.

Farrell, J. "Some observations on a senior polcy seminar. II. An illuminative evaluation of a policy seminar for anglophone African Ministers of Transport." Evaluation report for the Economic Development Institute of the World Bank. May 1986.

Farrell, J. and Araujo e Oliveira, J.B. "Teachers' cost effectiveness." Policy issues paper prepared for the Economic Development Institute of the World Bank. Spring 1986.

Ironside, D.J. "Sex differences in the counselling of adult learners." Paper presented to the 14th International Round Table for the Advancement of Counselling. Lund, Sweden, June 1986.

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Rockhill, K. "Review of Challenging adult illiteracy: Reading and writing disabilities in the British army by C. Stevenson." Contemporary Sociology, 1987.

Rockhill, K. "Review of Patterns of learning by C.O. Houle." Contemporary Sociology, 1986.

Rockhill, K. "Review of Telling the truth about Jerusalem by A. Oakley." Resources for Feminist Research, 1987.

Rockhill, K. "Review of Women living change, edited by S.C. Bourque and D.R. Divine." Resources for Feminist Research, 1987.

Tough, A. "Adult education: New training and education techniques in universities and colleges." Training and education for emergency preparedness in Canada: Today and tomorrow. Arnprior, Ontario: Emergency Planning Canada, 1986. pp. 43-46.

Wilson, D. International project capability statement. Toronto, Ontario: Ontario Institute for Studies in Education, February 1987.

Wilson, D. Project propsal document: Strengthening educational planning and management - MLW/87/015 Phase II. Lilongwe, Malawi: UNDP/UNESCO, 1986.

Wilson, D. "Review of How do you spell development? by Rolf and Margarita Sjostrom. Upsala: Scandinavian Institute of African Studies." Canadian Journal of African Studies 20, 1 (1987): 141-2.

Wilson, D. Terminal report: Project findings and conclusions - MLW/85/015 Strengthening educational planning and management - Preparatory assistance project. Lilongwe, Malawi: UNDP/UNESCO, 1986.

Wilson, D. "Two decades of planned educational expansion in developing nations: An examination of successes, failures and change." Canadian and International Education 16, 2 (1987).

Other

Burnaby, B.J. with J. McInnes, L. Guebert and M. Upper Circle: An ESL and reading program for Cree and Ojibwe speaking children (Kindergarden level). Toronto, Ontario: Fitzhenry and Whiteside, 1986. (Kit includes 18 children's books, tapes, supplementary materials and a 400 page teacher's guide.)

Burnaby, B.J. with J. McInnes, L. Guebert, M. Izatt, W. Moore, J. Speares and M. Upper Circle: An ESL and reading program for Cree and Ojibwe speaking children (Grade one level). Toronto, Ontario: Fitzhenry and Whiteside, 1986. (Kit includes 18 children's books, tapes, supplementary materials and a 400 page teacher's guide.)

Davie, L.E. "Perspectives in development." Manual to be used in conjunction with a distance education course using a computer teleconference, 1986.

Ellis, D. Professional engineering -- an excellent career choice for a woman/Le Genie -- un choix excellente de carriere pour une femme. May 1986. (3000 copies of this pamphlet distributed within a year to secondary school and college students; revision in Spring 1987 and 1800 of 3000 run distributed to date in answer to requests.)

Ellis, D. et al. Professional engineering -- a WISE career choice for a woman. August 1987. pp. 8 (Illustrated pamphlet intended for girls 13-15 years of age, funded by Ontario Hydro and published by them for distribution by "Women in Science and Engineering.")

Ellis, D. Reporting Classroom Research, 15, 3 (1986): 1-8.

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Other

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MODERN LANGUAGE CENTRE

Articles/Books/Chapters

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Other

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APPENDIX B

ENROLMENT

TABLE 1
Enrolment 1981/82 to 1986/87

	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87
Regular Session:*						
Full-time Students	660	638	614	614	646	688
Part-time Students	1655	1564	1552	1636	1725	1606
Summer Session**	1193	1101	1015	1048	1133	1089

*The figures show enrolments as of November 1 in accordance with current practice in Ontario universities. In all cases, students enrolled in the second term only are not included.

**There is an overlap of about 70% between registrants in the summer session and in the regular academic year.

TABLE 2
Students Classified by Program of Registration 1986/87

Degree	Full-Time		Part-Time	
Ph.D.	(261)*	280*	(94)*	73*
Ed.D.	(128)	155	(227)	199
M.A.	(104)	122	(115)	117
M.Ed.	(149)	126	(1184)	1125
Non-degree	(2)	4	(84)	72
Certificate	(2)	1	(21)	20
Diploma	-	-	-	-
	(646)	688	(1725)	1606

*Figures in parentheses are for 1985/86

APPENDIX C

NUMBER OF GRADUATING STUDENTS
1982-83 to 1986-87*

	Ph.D.	Ed.D.	M.A.	M.Ed.
1982-83	43	45	43	584
1983-84	42	36	42	469
1984-85	43	31	43	496
1985-86	51	43	30	499
1986-87	50	44	55	502

*i.e. September 1986, February 1987, and June 1987

APPENDIX D

PROJECTS FUNDED BY ONTARIO MINISTRY OF EDUCATION TRANSFER GRANT
May 1, 1986 - April 30, 1987

Canadian Women's History Project

Coaching as a Professional Growth Process for Teachers

Communicative French Language Testing: Consolidating and Disseminating Results from Three Recent Evaluation Projects in the Modern Language Centre

Curriculum Assistance to Teachers (R.W.B. Jackson Library)

The Effects on Young Children of Learning Turtle Geometry Programming through the Use of Logo Microworlds

Elaborative Rules in Science Instruction

Franco-Ontarian Students' Access to Post-Secondary Education and Careers: A Guidance Kit for Intermediate and Senior Levels

Horizontal and Vertical Enrichment: A Developmental Approach to the Teaching of Central Conceptual Skills: Part I

Improving Problem-Solving through Cooperative Learning

Intentional Learning

Language Across the Curriculum: The Ethnography of Communication as a Tool for Language Enrichment in French-Language High Schools

Language and Learning: Changes through Collaborative Research in Multilingual Schools

Language Teaching Library and Dissemination Service

Literacy Materials for Occupational Health and Safety

MECA Consulting Services

Mother-Child Interaction in Deaf Preschoolers

The Nature and Consequences of Selected Processes for Developing, Implementing and Institutionalizing Major Educational Policies

OISE Press Materials for Teachers

Perceived Problem-Solving Competence and Intrinsic Motivation

Problem-Solving Strategies of School Principals

Professional Development Pool

Reading in English for Native Children

Second International Mathematics Study in the French-Language Schools of Ontario

Teacher Assessment Practices in Senior High School Mathematics

Visual Processing and Visual Memory in Reading Disabilities and in Normal Reading Acquisition

Vocabulary Teaching in Core French: Analysis and Pedagogical Implications

Women's Educational Resources Centre

APPENDIX E

PROJECTS FUNDED BY THE INSTITUTE
May 1, 1986 - April 30, 1987

Early Identification of Children at Risk for Subsequent Learning Disabilities

Horizontal and Vertical Enrichment: A Developmental approach to the Teaching of Central Conceptual Skills: Part II

Sixth OISE Survey of Educational Issues

APPENDIX F

PROJECTS FUNDED BY EXTERNAL AGENCIES
May 1, 1986 - April 30, 1987

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH
Second International Math Study (SIMS) Replication

THE BOARD OF EDUCATION FOR THE CITY OF LONDON
The Design of a Computerized System for Projecting School Enrollments

THE BOARD OF EDUCATION FOR THE CITY OF NORTH YORK
Second International Math Study (SIMS) Replication

CALGARY BOARD OF EDUCATION: PROGRAM EVALUATION
Evaluation of the Calgary Board of Education Bilingual Program

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA)
Evaluation of the Canada/China Management Education Programme: The Evaluation of the China Human Resources Development Programme
The Evaluation of the China Human Resources Development Programme
The Evaluation of the China Human Resources Development Programme: Language and Cross-Cultural Programme
The Evaluation of the China Human Resources Programme: Human Development Programme

THE CARLETON BOARD OF EDUCATION
The Design of a Computerized System for Projecting School Enrollments
Evaluation of the FL^2 Project in 1984: Phase II
Second International Math Study (SIMS) Replication

DEPARTMENT OF INDIAN AND NORTHERN AFFAIRS: EDUCATION
Reading in English for Native Children: CIRCLE Project

DEPARTMENT OF INDIAN AND NORTHERN AFFAIRS: EDUCATION--ONTARIO REGION
CIRCLE PROJECT: Reading in English for Native Children, 1986-87

THE DURHAM BOARD OF EDUCATION
Second International Math Study (SIMS) Replication

EAST PARRY SOUND BOARD OF EDUCATION
Second International Math Study (SIMS) Replication

THE FRONTENAC COUNTY BOARD OF EDUCATION
The Design of a Computerized System for Projecting School Enrollments

GOVERNMENT OF THE NORTHWEST TERRITORIES
Middle Years Language Testing Program: Reading and Writing Assessment--Development of Adult Basic English Levels A & B
Middle Years Testing Program: Reading and Writing Assessment (Addendum)

HALTON BOARD OF EDUCATION
Replication of Second International Science Study: Grades 5, 9 and 13 Achievement

LAKEHEAD BOARD OF EDUCATION
The Design of a Computerized System for Projecting School Enrollments

LEEDS & GRENVILLE COUNTY BOARD OF EDUCATION
The Design of a Computerized System for Projecting School Enrollments

METROPOLITAN SEPARATE SCHOOL BOARD
Special Training Program in Individual Assessment - Fall
Special Training Program in Individual Assessment - Spring

MON SHEONG FOUNDATION CHINESE SCHOOL
Development of Chinese Pre-School Learning Materials

NATIONAL SCIENCE RESEARCH COUNCIL OF CANADA
Short-term Memory Processes in Children with Learning Disabilities

THE NORTHUMBERLAND & NEWCASTLE BOARD OF EDUCATION
The Design of a Computerized System for Projecting School Enrollments

NORTHWEST TERRITORIES DEPARTMENT OF EDUCATION
Development of English Tests for Adult Basic Education Levels: Addendum

ONTARIO EDUCATIONAL RESEARCH COUNCIL
Decision-Making in Curriculum Development

ONTARIO MINISTRY OF EDUCATION
Acquisition of Oji-Cree as a First Language
Alternative Approaches to teh Determination of the Distribution of School Board Trustee Representation
Computer Based Learning Materials: Cognitively Based Word Processing
Decrocheurs Francophones: Une Etude du depistage des decrocheurs probables
Decrocheurs Francophones: Une etude du depistage des decrocheurs probables au sein des ecoles secondaires francaises de l'Ontario: Etape II--Finale
Design of Computer-Supported Intentional Learning Environments
Description and Assessment of a Program for the Certification of Principals
Development of a Support Document on the Teaching of Native Languages
The Feasibility of Evaluating the Impact of Province-Wide Testing: Addendum
Generic Skills and Economic Development: A Pilot Project
Institutions, Organizations and teh Preparation, Certification and Professionalism of Supervisory Officials
Language and Learning: Effecting Change through Collaborative Research in Multilingual Schools
Models of the Relationships between Students' Achievement in School and Later Success
Ontario Assessment Instrument Pool: Intermediate and Senior Division English
A Review of the Literature and Field Validation of the Competencies of Industrial and Organizational Trainers and Educators
The Role of the Secondary School Principal in Policy Implementation and School Improvement
Selection and Promotion Procedures in Ontario School Boards

ONTARIO MINISTRY OF EDUCATION: LEARNING MATERIALS DEVELOPMENT PLAN
ESL (English as a Second Language) Kit for Use by Native-Speaking Children in the Primary Division
Reading in English for Native Children

ONTARIO MINISTRY OF EDUCATION: OFFICE OF THE DEPUTY MINISTER
Instructional Assignment Review Committee

ONTARIO MINISTRY OF EDUCATION AND MINISTRY OF COLLEGES AND UNIVERSITIES
Software Development Assistance Centre: Year II

THE OTTAWA ROMAN CATHOLIC SEPARATE SCHOOL BOARD
The Design of a Computerized System for Projecting School Enrollments

SECRETARY OF STATE CANADA
Clearinghouse on Language in Native Education
National Promotion of Heritage Language Teaching among Ethnocultural Communities
National Survey: Heritage Language in Pre-School
Resources for Feminist Research: Journal
Training Workshop for Chinese Heritage Language Instructors

SECRETARY OF STATE: HUMAN RIGHTS PROGRAMME
Human Rights Learning Resources for Adult Basic Education Students

SECRETARY OF STATE: MULTICULTURALISM BRANCH
"The Armenian Georgetown Boys" and "Listen to the Armenian Women"
Growing up in Toronto: Parent and Community
Heritage Language: A Celebration of Canada's Linguistic Resources
Intervisitation Exchange Programme: Multiculturalism for Administrators and Trustees, Year III

SECRETARY OF STATE CANADA: STATUS OF WOMEN PROGRAMME
Resources for Feminist Research 1985-86

SOCIAL SCIENCES & HUMANITIES RESEARCH COUNCIL OF CANADA
Administrator's Problem Solving
Children's Competence with Metalinguistic and Metacognitive Expressions and Reading Acquisition
Correlates of Peer Status in Learning Disabled Children
Decision-Making in Curriculum Development
The Documentary Management of the Job-Education Nexus
Education and the Social Organization of Mother's Work: Year I and Year II
Evolution du francais parle a Welland
General Research (Travel) Grant
The History of Teaching in Quebec and Ontario, 1820-1920
Independent Intellectual Achievement
Infants' Reactions to Brief Separations from their MOthers
Inspection, Education and State Formation in Canada West/Ontario, 1840-1885. Phase I
Intentional Learning
Mother-Child Interaction in Deaf Preschoolers
The Role of French Language Schools in the Formation of French Ethnic Identity in Toronto
The Role of French-Language Schools in the Formation of Ethnic Identity in Toronto: Phase II

Socio-cultural Organization of Collaborative Writing
Sociolinguistique du francais: Visiting Fellowship
Women and Unemployment Insurance Policy: Year I

SOCIAL SCIENCES & HUMANITIES RESEARCH COUNCIL OF CANADA: LEARNED JOURNALS PROGRAM
Resources for Feminist Research 1986-87

THE SUDBURY BOARD OF EDUCATION
The Design of a Computerized System for Projecting School Enrollments

TORONTO BOARD OF EDUCATION
Evaluation of the Pilot Project to Improve Core French Programming

WATERLOO COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD
Analysis of Board Programs in Special Education

THE WELLINGTON COUNTY BOARD OF EDUCATION
The Design of a Computerized Systemk for Projecting School Enrollments

YORK REGION BOARD OF EDUCATION
The Design of a Computerized System for Projecting School Enrollments
Second International Math Study (SIMS) Replication

APPENDIX G

OISE PRESS PUBLICATIONS
May 1, 1986 - April 30, 1987

FORMAL PUBLICATIONS

Beginning with Ourselves: In Practice, Theory, and Human Affairs by David E. Hunt (Co-publication with Brookline Books Inc., U.S.)

China's Education and the Industrialized World: Studies in Cultural Transfer edited by Ruth Hayhoe and Marianne Bastid (Co-publication with M. E. Sharpe, U.S.)

Creative Writing: Sentence Combining Projects for Grades 4-8 and Anglais Students by Bea Deen, Peter Evans et al (Curriculum Series #52)

Improving Classroom Practice Using Innovation Profiles by Ken Leithwood and Deborah Montgomery (Research in Education #14)

Reaching the Gifted: A Resource Book for Affective Development by Barbara Dixon, John Meyers, and Allan Hardy (Curriculum Series #51)

Sharing the World--A Prospect for Global Learning by Hugh Oliver

Teaching a Heritage Language to Dialect-Speaking Students by Marcel Danesi (Language and Literacy Series)

Whole Language Strategies for ESL Primary Students by Gail Heald-Taylor (Language and Literacy Series)

Writing with a "Pro"--A Guide to Teaching Writing Skills with a Word Processor by Flemming Kress (Curriculum Series #54)

INFORMAL PUBLICATIONS

Chemical Change: A Teacher's Manual for General Level Program Development Grades 9 and 10 by Douglas A. Roberts et al (Informal Series #65)

Fun With Math: Problems and Puzzles for Students and Their Teachers by S. Avital (Informal Series #64)

Planned Educational Change: A Manual of Curriculum Development, and Implementation (CRDI) Concepts and Procedures edited by Ken Leithwood (Informal Series #66)

JOURNALS

Interchange 17/2, 17/3, 17/4, 18/1-2

Orbit 79, 80, 81, 82

PERIODICALS

Publications '87 (the Catalogue)

Publications '87 (special U.S. version of the Catalogue)

The Fall Supplement '86

Fun With Mathematics 8 issues

Ethics in Education 5 issues

News and Notes 4 issues

REPRINTS

Assessing Conceptual Level by the Paragraph Completion Method (1979)

Canada's Economy Teacher's Guide (1982)

Communicative Language Teaching (1981)

A Consumer's Guide to Bill 82 (1983)

ESL Professional Development Modules (7) (1984)

Families in Canada (1986)

French Comprehension Test Level 1 and Teacher's Guide (1976)

French Comprehension Test Primer Level and Teacher's Guide (1976)

Improving Principal Effectiveness (1986)

Inquiry into the Teaching Process (1985)

The Meaning of Educational Change (1982)

Le Monde des Affaires Kit (1981)

Planned Educational Change (1986)

Selecting School Administrators (1983)

Tests Diagnostiques de Lecture Teacher's Guide and Grade 1 Test (1982)

Visitons et Explorons (1980)

What Every Teacher and Parent Should Know About Student Evaluation (1982)

APPENDIX H

VISITING PROFESSORS, SCHOLARS, EDUCATORS, 1986/87

Unit	Name	Designation	Home Institution
Curriculum	J. Menis	Visiting Scholar	Bar-Ilan University (Israel)
Curriculum	K.J. Travers	Visiting Scholar	University of Illinois, Urbana
History & Philosophy	J. Sangster	Post Doctoral Fellow	Social Sciences & Humanities Research Council of Canada Fellowship
History & Philosophy	J. Theobald	Visiting Scholar	Post Doctoral Fellow (Education) Monash University (Australia)
Measurement, Evaluation & Computer Applications	D. Lawee	Visiting Scholar	Dept. of Family & Community Medicine University of Toronto
Measurement, Evaluation & Computer Applications	J. Nwankwo	Visiting Professor	Department of Educational Management University of Ibadan (Nigeria)
Sociology in Education	P. Gross	Visiting Scholar	Department of Sociology University of Toronto
Sociology in Education	J. Hornosty	Visiting Scholar	Department of Sociology University of New Brunswick
Sociology in Education	F. Kawakami	Visiting Scholar	Kanagawa University (Japan)
Sociology in Education	R. Ng	Visiting Scholar	Queen's University
Sociology in Education	E. Szekely	Post Doctoral Fellow	Social Sciences & Humanities Research Council of Canada Fellowship
Special Education	U. Shafrir	Visiting Professor	York University
Centre for Applied Cognitive Science	D. Barton	Visiting Scholar	Department of Linguistics University of Lancaster (England)
Centre for Applied Cognitive Science	M. Hamilton	Visiting Scholar	Department of Educational Research University of Lancaster (England)
Centre for Women's Studies in Education	J. Boehnert	Visiting Professor	University of Guelph
Centre for Women's Studies in Education	A.K. Broch-Due	Visiting Scholar	University of Bergen (Norway)

VISITING PROFESSORS, SCHOLARS, EDUCATORS, 1986/87

Unit	Name	Designation	Home Institution
Centre for Women's Studies in Education	D. Shogan	Visiting Scholar	University of Alberta
Centre for Women's Studies in Education	J. Van der Ros Schive	Visiting Scholar	University of Oslo (Norway)
Centre for Women's Studies in Education	S. Winocur	Visiting Scholar	Brisbane College of Advanced Education (Australia)
Modern Language Centre	R. Johnson	Visiting Scholar	Department of Education University of Hong Kong
Modern Language Centre	E. Shohamy	Visiting Scholar	School of Education, Tel Aviv University (Israel)
Modern Language Centre	C. Wiss	Visiting Scholar	Mount Allison University
Ottawa Valley Centre	D. Phillips	Visiting Scholar	New Zealand Council for Educational Research

APPENDIX I

FINANCIAL STATEMENTS
May 1, 1986 - April 30, 1987

ALLEN, MILES, FOX & JOHNSTON
CHARTERED ACCOUNTANTS

SUITE 900
130 ADELAIDE STREET WEST
TORONTO, CANADA M5H 3E8

TELEPHONE (416) 862-8801
TELEX 065-24534

AUDITORS' REPORT

To the Board of Governors of
The Ontario Institute for Studies in Education

We have examined the balance sheet of The Ontario Institute for Studies in Education as at April 30, 1987 and the statements of operations, unappropriated surplus, reserve for revenue stabilization, reserve for equipment replacement, investment in fixed assets and changes in restricted funds for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests and other procedures as we considered necessary in the circumstances.

In our opinion these financial statements present fairly the financial position of the Institute as at April 30, 1987 and the results of its operations for the year then ended in accordance with the basis of accounting described in Note 1 to the financial statements applied on a basis consistent with that of the preceding year.

Allen Miles Fox & Johnston

Toronto, Canada
June 12, 1987

Chartered Accountants

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
Established by an Act of the Legislative Assembly of the Province of Ontario

BALANCE SHEET AS AT APRIL 30, 1987

	1987 ($000)	1986 ($000)
ASSETS		
Operating		
Cash and short-term investments	$ 5,630	$ 5,637
Accounts receivable	1,124	940
Publications inventory	212	241
Prepaid expenses	107	94
	7,073	6,912
Plant		
Land and building (note 1B)	19,214	19,214
Furniture and equipment	7,834	7,123
Library books	3,602	3,335
	30,650	29,672
	$ 37,723	$ 36,584
LIABILITIES		
Operating		
Current		
Bank indebtedness	$ -	$ 207
Accounts payable and accrued liabilities	1,957	1,471
Deferred revenue	1,108	1,034
	3,065	2,712
Surplus		
Unappropriated surplus	1,045	1,474
Reserve for revenue stabilization	1,686	2,053
Reserve for equipment replacement	1,008	409
	3,739	3,936
Restricted		
Fund balances (note 1G)	269	264
	7,073	6,912
Plant		
Capital portion of future building payments (note 1B)	7,357	7,904
Investment in fixed assets	23,293	21,768
	30,650	29,672
	$ 37,723	$ 36,584

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

STATEMENT OF OPERATIONS
FOR THE YEAR ENDED APRIL 30, 1987

	1987 ($000)	1986 ($000)
Revenue		
Province of Ontario Grants:		
Ministry of Colleges and Universities	$ 17,873	$ 16,598
Ministry of Education	2,236	2,150
Building occupancy	3,597	3,570
Sponsored research	2,804	3,029
Tuition fees	1,627	1,676
Rentals	685	652
Workshops and conferences	124	113
Other	2,236	2,122
	31,182	29,910
Expenditure		
Graduate instruction	11,641	10,718
Research and field development	6,070	5,658
Sponsored research	2,799	3,008
Physical plant	4,822	4,789
Library	2,058	1,597
Computing	657	529
Media services	293	274
Publications	1,012	968
Workshops and conferences	131	109
Administration and general	1,896	1,673
	31,379	29,323
Excess of revenues over expenditures (expenditures over revenues)	$ (197)	$ 587

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

STATEMENT OF UNAPPROPRIATED SURPLUS
FOR THE YEAR ENDED APRIL 30, 1987

	1987 ($000)	1986 ($000)
Balance, beginning of year	$ 1,474	$ 1,306
Excess of revenue over expenditure, (expenditure over revenue)	(197)	587
	1,277	1,893
Transfer from reserve for revenue stabilization	500	-
Transfer to following:		
Reserve for future pension liabilities	-	194
Reserve for revenue stabilization	133	188
Reserve for equipment replacement	599	37
	732	419
Balance, end of year	$ 1,045	$ 1,474

STATEMENT OF RESERVE FOR REVENUE STABILIZATION
FOR THE YEAR ENDED APRIL 30, 1987

	1987 ($000)	1986 ($000)
Balance, beginning of year	$ 2,053	$ 1,865
Transfer to unappropriated surplus re: equipment replacement	(500)	-
Transfer from unappropriated surplus	133	188
Balance, end of year	$ 1,686	$ 2,053

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

STATEMENT OF RESERVE FOR EQUIPMENT REPLACEMENT
FOR THE YEAR ENDED APRIL 30, 1987

	1987 ($000)	1986 ($000)
Balance, beginning of year	$ 409	$ 372
Transfer from unappropriated surplus	599	37
Balance, end of year	$ 1,008	$ 409

STATEMENT OF INVESTMENT IN FIXED ASSETS
FOR THE YEAR ENDED APRIL 30, 1987

	1987 ($000)	1986 ($000)
Balance, beginning of year	$ 21,768	$ 20,485
Additions:		
Plant expenditures - net	1,525	1,283
Balance, end of year	$ 23,293	$ 21,768

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

STATEMENT OF CHANGES IN RESTRICTED FUNDS
FOR THE YEAR ENDED APRIL 30, 1987

	1987 ($000)	1986 ($000)
Revenue		
Gifts	$ 19	$ 40
Investment income	22	25
	41	65
Expenditures	36	26
	5	39
Balance, beginning of year	264	225
Balance, end of year	$ 269	$ 264

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

NOTES TO FINANCIAL STATEMENTS
APRIL 30, 1987

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Accrual Basis

In accordance with generally accepted accounting principles for educational institutions, the Institute follows the accrual basis of accounting.

B. Fixed Assets

Fixed assets are stated at cost. It is the policy of the Institute to recognize fixed asset additions as both expenditures of the current period and as a capital investment in fixed assets. Similarly, fixed asset dispositions represent revenue of the current period to the extent of the sale proceeds and also a reduction in the capital investment in fixed assets to the extent of the cost of the asset.

The Institute's building at 252 Bloor Street West, Toronto, is held under a lease/purchase agreement requiring annual payments of approximately $2,200,000 over a 30-year term expiring October, 2000. In accordance with generally accepted accounting principles, the building and related obligations have been included in the balance sheet at the discounted value of future lease payments exclusive of the portion attributable to interest and maintenance costs.

The annual lease payments are being made by the Ministry of Government Services on behalf of the Institute. The outstanding principal portion of the lease obligation is reflected as capital portion of future building payments.

The Province of Ontario has agreed to transfer the land on which the building is situated to the Institute upon the satisfaction of certain conditions. The land presently reflected in the balance sheet is additional property adjacent to the building site.

C. Inventories

Inventories are valued at cost which is determined by the first-in, first-out method, less a provision for slow-moving items.

D. Investments

Investments are stated at cost.

E. Deferred Revenue

It is the Institute's policy to defer the unexpended portion of sponsored research grants or contracts which have not been completed at the end of the fiscal year or which apply to the subsequent year.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

NOTES TO FINANCIAL STATEMENTS
APRIL 30, 1987

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

F. Pension Plan

The Institute has a pension plan covering substantially all of its staff. The Institute's current policy is to fund and expense current pension costs at a level equal to 125% of the employee contributions.

G. Restricted Funds

The restricted funds have been established to account for assets available to meet expenses as specified by their contributors or, in the case of internal transfers of funds, as specified by the Institute.

H. Transfers to Reserves

Transfers to the reserve for equipment replacement and the reserve for revenue stabilization are made from unappropriated surplus.

2. PENSION PLAN

The triennial actuarial review in the 1985 fiscal year disclosed that there was no unfunded liability.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

SCHEDULE OF EXPENDITURE INCLUDED IN THE STATEMENT OF OPERATIONS
FOR THE YEAR ENDED APRIL 30, 1987
($000)

	Remuneration	Occupancy	Supplies, printing, postage	Communications	Data services	Equipment rental & maintenance	Travel	Plant	Other	Total 1987	Total 1986
Graduate instruction	$ 9,698	$ -	$ 269	$ 42	$137	$ 27	$ 96	$ 140	$1,232	$11,641	$10,718
Research & field development	5,496	-	210	41	43	18	139	92	31	6,070	5,658
Sponsored research	1,829	-	203	24	91	8	170	121	353	2,799	3,008
Physical plant	491	3,629	28	88	-	52	1	528	5	4,822	4,789
Library	1,312	-	135	3	53	1	6	548	-	2,058	1,597
Computing	308	-	35	26	-	75	3	77	133	657	529
Media services	210	-	30	2	-	23	2	21	5	293	274
Publications	563	-	400	2	5	8	4	6	24	1,012	968
Workshops & conferences	122	-	-	-	-	-	2	7	-	131	109
Administration & general	1,261	-	250	3	2	81	64	22	213	1,896	1,673
	$21,290	$3,629	$1,560	$231	$331	$293	$487	$1,562	$1,996	$31,379	$29,323